**PP2 ENVIRONMENTAL ACTIVITIES SCHEME OF WORK TERM ONE**



|  |  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| **W****E E K** | **LE****SS O N** | **STRANDS** | **S-****STRAND** | **SPECIFIC LEARNING****OUTCOMES** | **KEY INQURY****QUESTIONS** | **CORE COMPETENCE** | **VALUES** | **LEARNING****EXPERIENCES** | **LEARNING****RESOURCE S** | **ASSESSM****ENT** | **REFL** |
| **1** | **1** |  |  |  |  |  |  |  |  |  |  |
| **2** | **1-****5** | **SOCIAL****ENVIRO NMENT** | Myself | By the end of the sub-strand, the learner should be able to; a) talk about bodyparts (head, ears, eyes,mouth, hand,) for self- awareness,b) Tell the uses of ears, nose mouth andeyes. for self- awareness,c) Appreciate one’sbody parts for self-esteem. | What are the parts of your body?2. What are the uses of your body parts | Communicationand collaboration | LoveRespect Unity Peace PatienceResponsibility | Learners sing songs and say poems on body partsdifferent parts of the body from a chartdifferent games on body partsuses of different body partsand model parts of the body | RealiaCharts pictures | **1.Observ****ation****2.Oral questions** |  |
| 3 | 1-5 |  | OurSchool | By the end of the sub- strand, the learner should be able to;a) talk about work done by different people in the school b) participate indeveloping classroom rule (Dos and Don’ts) for interpersonal relationshipsc) appreciate the school community for harmonious living | Who are the people found at school?2. What work is done by people at school?3. How do we come up with rules and guidelines?4. What are thedos and don’ts in | Communication andcollaborationCritical thinking and problem solvingSelf efficacyImaginative and creative | LoveRespectUnity Peace PatienceResponsibility | Learners to name people found at school eg teachers, watchman, driver etctaken round the school identifying the people by the work they domention the work done by people in school | Realia Charts pictures | **.Observat****ion****2.Oral questions** |  |



|  |  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
|  |  |  |  |  | the class? |  |  | play work done by people at schoolguided in coming up with rules and regulations of their classsongs about work done by people in the schooland model people in school |  |  |  |
| 4 | 1-5 |  | OurSchool | By the end of the sub-strand, the learner should be able to; a) talk about work done by differentpeople in the school b) participate in developing classroom rule (Dos and Don’ts) for interpersonal relationshipsc) appreciate the school community forharmonious living | Who are the people found at school?2. What work is done by people at school?3. How do we come up with rules and guidelines?4. What are the dos and don’ts in the class? | Communicationand collaborationCritical thinking and problem solving | LoveRespect Unity Peace PatienceResponsibility | Learners to name people found at school eg teachers, watchman, driver etctaken round the school identifying the people by the work they domention the work done by people in schoolplay work done by people at schoolguided in coming up with rules and regulations of their classsongs about work done by people in the school | RealiaCharts pictures | **.Observat****ion****2.Oral****questions** |  |



|  |  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
|  |  |  |  |  |  |  |  | and model people in school |  |  |  |
| 5 | 1-5 |  | OurHome**1.3.1****Structure s****/building****s** | By the end of the sub- strand, the learner should be able to;a) Name different structures and buildings found at home,b) Identify differentbuildings and structures at home,c) Talk about the uses of buildings andstructures at home, d) Appreciate buildings and structures | Which are the buildings and structures found at home?2. What are the uses of different structures and buildings found at home | Communication andcollaborationCritical thinking and problem solving | RespectResponsibility | Learners to name different structures and buildings at homestructures found at home in the environmental activities area in the classroomabout uses of buildings and structures at homevideos of buildings and structures at homeobserve charts of peoples working, buildings,structures and tools used at | Realia Charts pictures | Observatio n |  |



|  |  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| 6 | 1-5 |  | OurHome**1.3.1****Structur es****/building s** | By the end of the sub- strand, the learner should be able to;a) Name differentstructures and buildings found athome,b) Identify different buildings andstructures at home,c) Talk about the uses of buildings and structures at home,d) Appreciate buildings and structures | Which are the buildings and structures found at home?2. What are theuses of different structures and buildings found at home |  |  | Learners to name different structures and buildings at homestructures found at home in the environmental activities area in the classroomabout uses of buildings and structures at homevideos of buildings and structures at homeobserve charts of peoples working, buildings,structures and tools used at | Realia Charts pictures | **.Observat****ion****2.Oral questions** |  |
| 7 | 1-5 |  | **People found at home** | By the end of the sub- strand, the learner should be able to;a) name people found at home for self- awareness,b) tell therelationships between people found at home for harmonious living c) talk about people found at home for harmonious livingd) talk about work done by people athome | 1. Who are the people found at home?2. What work is done by people at home? | Communication andcollaborationSelf efficacy | LoveRespectUnity Peace PatienceResponsibility | Learners to be guided in naming people found at home,guided in establishing the relationship of people found at homeguided in talking about work done by different people at home | Realia Charts pictures | **.Observat****ion****2.Oral****questions** |  |



|  |  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
|  |  |  |  | e) appreciate people found at home and the work they do. |  |  |  | discuss the importance of work done by people at homeplay work done by people at homesongs about work done by people at homewatch videos on people working |  |  |  |
| 8 | 1-5 |  | **People found at****home** | By the end of the sub-strand, the learnershould be able to;a) name people found at home for self- awareness,b) tell the relationships between people found at home for harmonious living c) talk about people found at home for harmonious livingd) talk about work done by people athomee) appreciate people found at home and thework they do. | 1. Who are the people found at home?2. What work is done by people at home? | Communication and collaborationSelf efficacy | LoveRespect Unity Peace PatienceResponsibility | Learners to be guided in naming people found at home,guided in establishing the relationship of people found at homeguided in talking about work done by different people at homediscuss the importance of work done by people at homeplay work done by people at homesongs about work | RealiaCharts pictures | **.Observat****ion****2.Oral****questions** |  |



|  |  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
|  |  |  |  |  |  |  |  | done by people at homewatch videos on people working |  |  |  |
| 9 | 1-5 |  | **Interper****sonal Relation ship** | By the end of the sub-strand, the learner should be able to;a) Identify Courteous words used in day today lifeb) Talk about the use of courteous words in day to day life for interpersonal relationshipc) Appreciate the need to use courteouswordsd) Use greetings and respond with actions appropriatelye) Show empathy to the needy | which words do you use to show respect to other people?2. How do you greet differentpeople | Communicationand collaborationCritical thinking and problem solvingSelf efficacy | LoveRespect Unity Peace PatienceResponsibility | Learners to be guided to identify courteous words used in their communitypractice in groups use of courteous words and greetingsplay and dramatize use of courteous wordsdramatize sharing play materials and snacks in a courteous waypoems on sharing songs on greetingsat different times ofthe day.a video on interpersonal relationship and respondfacial animations of different emotions | RealiaCharts pictures | **.Observat****ion****2.Oral questions** |  |
| 1 | 1- |  | Neighbo | By the end of the sub- |  | Communication | Love |  | Realia | **.Observat** |  |



|  |  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| 0 | 5 |  | urhood | strand, the learner should be able to; a) identify theclassmates by namesfor harmonious livingb) name the classmates as neighbours for interpersonal relationshipsc) identify physical features in the | 1. Who is a neighbour?2. What are the names of myclassmates?3. What physical features found in your neighbourhood | and collaboration Critical thinkingand problem solving Imaginative and creative | Respect Unity PeacePatienceResponsibility | Learners listen to a story on the neighbourhood andanswer questionsnames of their classmates as immediate neighboursabout friendship about what they cando to their classmates through guided discussionsongs | Charts pictures | **ion****2.Oral****questions** |  |
| 11 | 1-5 |  | Neighbourhood | By the end of the sub-strand, the learner should be able to; a) identify theclassmates by namesfor harmonious livingb) name the classmates as neighbours for interpersonal relationshipsc) identify physicalfeatures in theneighbourhood for safety and security d) appreciate the classmates as their neighbours | 1. Who is a neighbour?2. What are the names of my classmates?3. What physical features found in your neighbourhood | Communicationand collaboration | LoveRespect Unity Peace PatienceResponsibility | Learners listen to a story on the neighbourhood and answer questionsnames of their classmates as immediate neighboursabout friendship about what they cando to their classmates through guided discussionsongs about theirclassmates asneighbours | RealiaCharts pictures | **.Observat****ion****2.Oral questions** |  |

solving

|  |  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
|  |  |  |  |  |  |  |  | identify physical features in their neighbourhood eg churches, rivers, hills mountains etc. |  |  |  |
| 12 | 1-5 |  | Dressing | By the end of the sub- strand, the learner should be able to;a) identify clothes worn at differenttimesb) dress and undress appropriatelyc) to put on shoescorrectlyd) appreciate one’sclothes for self-esteem | Which clothes do we wear at different occasions and ceremonies?2. How do we put on clothes | Communication and collaborationCritical thinking and problem | RespectResponsibility | Learners to sort and group clothes worn at different timesand group clothes according to the occasion and ceremonywatch videos on clothes worn at different occasions and ceremonycorner; learner to practice wearing clothes shoes/tying laces and wearing sockspractice putting on clothes(sweater, jackets, shirts,shoes, shorts, skirts, blouses)songs, and recite poems about clothes | Realia Charts pictures | **.Observat****ion****2.Oral questions****3.written****questions** |  |
| 1 |  |  |  | CAT | CAT |  |  | CAT | CAT |  |  |
| 3 |  |  |  |  |  |  |  |
| $ |  |  |  |  |  |  |  |
| 1 |  |  |  |  |  |  |  |



|  |  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| 4 |  |  |  |  |  |  |  |  |  |  |  |
| 13 |  |  |  |  |  |  |  |  |  |  |  |
| 14 |  |  |  |  |  |  |  |  |  |  |  |
|  |  |  |  |  |  |  |  |  |  |  |  |